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THE PROBLEMS OF THE SMALL COLLEGE IN THE SOUTHERN STATES.

Apparently everyone who has read or spoken so far at our meeting has been doing "laboratory work" on college catalogues.

This paper is based on a careful study of all the southern catalogues I could get—forty-four in all—representing probably two-thirds of the colleges for white students, and more than that proportion of the students, in the states which formed the Confederacy, except Virginia.¹ The catalogues most in circulation represent of course the strongest and most enterprising institutions, so that averages and conclusions must be taken as making probably a better showing than a complete list would furnish. The catalogues were supplemented by the figures of the commissioner of education. It is to be noted that these are made up from the statements of the heads of the institutions, who are interested to make here as well as in the catalogues as good a showing as possible, and therefore the actual state of things is certainly not better than the figures show. Northern readers need to be informed, and southern ones to be reminded, that the commissioner's totals and averages include the figures from negro institutions, that must be revised in order to show the facts concerning the higher education of the white race, with which alone this association is concerned.

The facts sought are those concerning the college proper—the kind of institution which gives the higher liberal or humanistic education, as represented by the old bachelor of arts degree, with whatever modern variations, such as bachelor of philosophy or bachelor of literature, still mean general culture, and not, as quite often bachelor of science does, special preparation for a scientific profession. The latter is to be reckoned as professional study, as properly as that in a law or medical school.

The usual college course is four years. Supposing that the work is strictly prescribed for all students of the same class, that there is no division into sections, that each student has fifteen hours a week in the class room, and each instructor the same; then four professors can

¹ Virginia was omitted at first for an extraneous reason (not being represented on the board of the University of the South, in the interest of which the work was begun), and not added afterwards because the conditions there differ somewhat from those in the other states.

do the work. Supposing there are one hundred students, each of whom pays a tuition fee of \$50. I find from questioning a considerable number of college presidents and others, that of the total income of a southern institution, the average proportion which is available for salaries is about two-thirds. If the college has no other source of income, the salaries of the four professors will be \$833.33.

Let no one laugh at the poverty of this picture. Nothing better than this is shown by a surprising number of southern catalogues. A state of things represented by doubling these figures—eight professors, 200 students, and 120 hours a week of instruction, is well above the average of our forty-four colleges.

The latter basis, be it said, is a quite respectable ideal for a small college. Such a college, with proper material conditions, can do very effective work, and handle additional students to the number of a hundred or more without any radical readjustment.¹

Such a basis allows considerable work in sections in the lower courses, and election in the upper. A relatively small endowment, if nothing but legitimate college work is attempted, will add enough to the tuition fees to pay living salaries. With modest but adequate buildings, library, and laboratories,² free from debt, a productive endowment of \$200,000, and a \$60 tuition fee, really collected from 200 students, a college can claim to be on a sound financial basis. Without some such conditions in the way of endowment, faculty, and students, the work of a college is more or less hampered.

It may seem incredible, but it does not appear from the statistics that a single southern college is up to this modest standard. A few have between two and three hundred thousand dollars endowment,³ but very few others have half that, and very many have none at all to speak of.

In reckoning the number of officers of instruction, it is often difficult to get the real facts, because the college professors so often give instruction in other departments; oftenest in the preparatory, but also

¹The average number in the twelve smaller New England colleges for a recent year was 286.

²It has been brought out in the discussions at this meeting that no extensive laboratories are essential to the proper teaching of science where no research work, and no preparation for scientific callings, is attempted; it is merely necessary that the student shall have opportunity to see and handle and weigh and measure for himself, and this can be done with a very inexpensive equipment.

³For the use of the college department; some of the universities have more for all departments together.

in the professional. In very few of the colleges are there other instructors than the professors. Taking, however, the number of those professors who appear from the catalogues to be doing college work, the average for the forty-four institutions is eight; there are nineteen which have less than that number, and very few have more than ten. It appears, however, that the amount of instruction given is much less than the full time of eight men. The number of hours weekly is generally from 90 to 120. About 50 per cent. of the colleges are within these limits; 20 per cent. have more than 120 hours, and 30 per cent. less than 90. The average appears to be about 110. But the number of hours for each professor averages nearer twenty than fifteen; so that it is likely that the average amount of instruction given in a southern college is not more than the full work of six men.

The figure given for the possible salaries is also no fit subject for hilarity. It is too serious a matter. Apply to the commissioner's figures the two-thirds estimate mentioned above, and you get for the forty-four institutions an average of about \$840; for ten state institutions \$930, for the private institutions \$750.¹

In the matter of standards of instruction it is again difficult to get at the facts without much reading between the lines. I have assumed as a type a course beginning with the admission requirements considered by the association last year,² and giving four years' work for a literary degree. The chief test is the work of the freshman year. If, for instance, the freshmen are working on Cicero or Virgil, advanced English composition or literature, and solid geometry or advanced algebra, the work is up to the standard; if they are on Caesar, some of the English books required for admission, and plane geometry, it is a year below the standard, and so on. I went through the catalogues on this basis with great care, trying to make such compensations as

¹ Popular notions about college salaries are greatly exaggerated. For instance, divide the amount given in the Harvard treasurer's report as spent for salaries by the number of officers of instruction from the catalogue for the same year, and you get about \$1,200; proportioned to the southern figures something like the cost of living in the two sections. It should be said, however, that the Harvard salaries do not so often represent the total regular earnings of a man settled down to his life-work, which would be regularly the case in the South.

² These may be briefly stated as the ability to write decent English, and acquaintance with some standard works in English literature, four books of Caesar, four orations of Cicero, three books of Zenophon, with Latin and Greek grammar, algebra to quadratics, and three books on plane geometry. Liberal substitutions and equivalents were contemplated, but the intention was to secure about the amount of school work and degree of maturity expressed by these units.

would be fair in each case, and arrived at the following results : About 40 per cent. of the institutions (representing probably somewhat more than 40 per cent. of the students) are within half a year of this standard : a very few a little higher, most a trifle lower. Another 40 per cent., including some of the strongest institutions, fall rather definitely into a class having a standard just about a year lower. The rest, while more scattering, will still reduce to a standard with an average a trifle over two years lower, representing after all some good work, with an apparent ideal of attainment which is sound so far as it goes.

The determining of the numbers of students was the original purpose of my investigation, and I have given more time and care to this point than any other. I wished to find the actual number of students who are regular candidates for a literary degree, excluding such scientific degrees as are of a professional nature.¹

I actually counted or computed the number of such regular candidates in thirty-nine institutions ; probably three-fourths of the entire numbers in our territory. I also estimated the probable number if our standard of admission were universally adopted — deducting the freshman class if the standard is a year low, and so on.

The total number, on the actual basis, was 3,784, an average of 94 for each institution. No college, in the year for which I had the catalogue, had 200 regular candidates for literary degrees. On the theoretical basis, the number would be 2,921, or 73 to each college. The commissioner's report gives 6,974 candidates for the bachelor of arts, bachelor of philosophy, and bachelor of letters degrees, of whom more than a thousand by actual count are in negro institutions. It is, then, more than probable that there are not more than 4,000 students in the southern colleges who could pass the association's admission requirements.² The work of an institution is finally measured, however, by the number of degrees conferred. Here the commissioner's figures are fairly reliable, and more satisfactory than the catalogues, which do not always report this item. The number of bachelor of arts, bachelor of philosophy, and bachelor of letters degrees conferred in our territory

¹ I finally came down to excluding all bachelor of science degrees, as there are relatively few of them given except in schools of technology, and those given in other schools are frequently an attempt to ride two horses at once by tacking on a liberal education to a professional degree, or *vice versa*.

² This is approximately the number in the twelve New England small colleges, which have a standard about a year higher, and not many more than at Harvard and Yale, where the standard is still higher.

was 817 for the year for which I used the report, of which over a hundred, according to Du Bois's "College-bred Negro," were taken by our dusky brethren and sisters.¹

If every student finished a four years' course and took his degree, the number of degrees conferred would, of course, be 25 per cent. of that of candidates in attendance; it is as a matter of fact for southern colleges about 11 per cent.;² for the rest of the country it is about 20 per cent.

In the South also the number of irregular and special students is relatively larger than elsewhere. The number of preparatory and irregular students in the thirty-nine institutions was 3,028; assuming our admission standard it would be 3,921. The average number for those institutions which have a preparatory department is 126; some have over 300.

A good deal has been said about the smaller proportion of students in college in the South as compared with other sections of the country; but if you reckon with the native white population only, there is not so much difference. The ratio is about thirteen to seventeen. Very few southerners go North for their college education; I found less than a hundred in the catalogues of twelve of the largest northern colleges. This for the college proper, as defined at the outset; for professional and scientific students the relations are different. The ratio to the total white population, both of students and of degrees, is very nearly the same in both sections, and the northern professional schools, including technological, have literally thousands of southern students. A correction made on this account would possibly show that southerners lead the country in the pursuit of professional education, very much at the expense of the college; for many of those who drop out of the college course do so in order to begin in the professional school. In fact, considering that the college is also used as a professional school by those who intend to teach, the idea of a liberal education, without reference to a lucrative calling, seems to be out of fashion in the South.

Such are some of the facts. How do these facts bear on the problems of the small college in the South?

It must be evident that most of these problems may be summed up in one, namely, smallness. The elements of strength in an institution are, among others, material equipment (buildings, library,

¹ About 700 bachelor's degrees, each meaning at least two years more work, were given last June by Harvard and Yale alone.

² It is significant that for female students in the South it is less than 5 per cent.

laboratories), productive funds or other sources of income, numbers and quality of faculty and students.

In all these things the southern colleges are pathetically poor; and they are poorest in number and quality of students, which is the most important consideration of all, because the others are in a sense corollaries of it. There are two reasons for this. There are not students enough for the colleges, and there are too many colleges for the students. These two reasons are not quite identical in my mind. Both are results of the war, but in different ways. The former is indicated by the greater proportion in the South of professional and scientific students. The family habit of going to college for a liberal education requires not only material prosperity, but also a continuity of tradition. If this is broken for a generation the scholarly tradition suffers.

The southerner of the generation before the war was proverbially a gentleman and a scholar, and a fine judge of whisky and horses. In the generation after the war he had more to do with mules than horses, and was lucky if he got any whisky that called for discrimination. He is still profoundly a gentleman, unconsciously and inevitably; the war and its consequences gave great opportunities for the practice and development of human kindness; but he is just as unconsciously and inevitably a man of practical affairs rather than a scholar, and if you can get an expression from him as to his hopes for his son, he will probably say that he wants him to let whisky alone and know about electric railroads. He therefore sends him to study something which appeals to him as "practical;" if one of the old professions, then the sooner he can get into the professional course the better; if a new profession like engineering, that is "going to college;" if the boy cannot attain to such heights, he can take a "business course" in bookkeeping and typewriting, and that is "college" too, and "practical" at the same time. And the boy's mother and her friends, rejoiced that her boy is "in college," believe that he is getting the same thing, or something just as good, as if he were at Yale or Harvard. Do not the announcements of the institution where the boy is studying say or imply just that? We who know the distinctions often need to be reminded that to ninety-nine hundredths of the great Philistine world no such distinctions exist.

On the other hand, most of the colleges were founded or planned before the war, and when the post-bellum poverty came, they were loath to give up the work they had begun, and made untold sacrifices to keep alive and do the work they could find to do. Very little of

this was college work as I have defined it. Few could afford a liberal education, and there were no schools to prepare for college. The public high school as known at the North did not exist, and private schools and tutors were no more within the means of the impoverished people than a college course. So, as a rule, the colleges depended upon their preparatory departments for students and revenue, and became practically secondary schools. This supplied a real need. The South is a rural section. There have been, down to the present time, very few cities or towns with 5,000 white inhabitants, and without some such number there is no basis for a local secondary school. Boys must then leave home for secondary education, and if the institutions founded as colleges furnish it, to what better place can they go? That this state of things still exists to a large extent is shown by the figures given above regarding preparatory students.

It was imperative for most young men to get ready for their life-work and be earning money as early as possible. This led the professional schools to take students with practically no conditions of admission except willingness to come and pay the tuition fee, and thus these schools became formidable rivals of the colleges. All institutions, colleges and professional schools, including all sorts of normal, polytechnic, industrial, "business" schools, and what not, have competed for the only source of revenue — tuition fees. This has had a whole train of undesirable consequences, but what most affects the colleges is that it compels them to "keep their ears to the ground" for any apparent popular demand, and cater to anything that promises a few more fees. Besides preparatory departments (which have not been by any means entirely bad), they have wasted energy in music courses, "business courses," and all the others mentioned above, as well as in poorly manned and equipped courses for the usual professions, to the great detriment and loss of dignity of the regular college work. An occasional success in such ways has led to the establishment of many unworthy mere money-making enterprises, and the legislatures have been very much at fault in chartering institutions which have no right to exist.

In the absence of a regulating authority, the state of things bears much the same relation to the well-ordered system of Germany, for instance, as that of a virgin American forest to a carefully managed German domain. The scientific forester does not recklessly destroy trees. Where a tree is growing, even if it is not of the most valuable sort, he leaves it unless it is in the way of a better one, for it may be

good for something ; it has been recently found that even the black-gum can be used for paving-blocks. So with an educational growth ; it should be so managed as to make the most of what is in existence.

Let us suppose that the traditional benevolent despot, having full power to establish, suppress, or change, and knowing, or having the advice of those who know, as much about the conditions as we do, should take the matter in hand ; what would he do ? In the first place, if he knew as much as we do, and no more, his first step would probably be to get complete and accurate information. He would appoint a commission with inquisitorial powers to get definite answers to such questions as these : How much property has your institution ? How much debt ? How much revenue, and from what sources ? How many students have you at the middle of a given term, as regular candidates for each degree that you give ? Where do they come from ? How old are they ? How many of them pay tuition ? How many professors and other instructors have you ? Just how much, and what work did each do last year ? What sum did each receive for his work ? Answers to these and similar questions would be called for for several years back, and the returns carefully tabulated.

He would then ask the heads of institutions : In what direction, and to what extent, do you consider changes desirable in your institution, or in the class to which it belongs ; and what measures do you consider feasible to bring about such changes ? He would get similar opinions from some representative set of intelligent men of affairs—say for instance the lay trustees of the various institutions. Having these facts and opinions collected and edited, he would proceed to adjust things so as to secure the best economy of work and coördination of effort, making the best use possible of all existing institutions.

It appears that all the students prepared up to the very modest standard proposed by the association could be provided for in about twenty colleges. At the same time, the catalogues show an average of 175 students in college and preparatory department together ; and within a few years, as the country gains in population and wealth, a considerable increase can be expected. There is, therefore, work enough for all the institutions, only more than half of it is secondary work. This is, in its place, just as useful and dignified as college work. Indeed, if done frankly for what it is, it is infinitely more dignified than the same work called by a more high-sounding name.

Our despot would, therefore, probably select, through an expert commission, with due regard to present conditions of equipment,

locality, and relations to other institutions, twenty or so of the strongest to do the college work. He would see that they had adequate buildings, libraries, and faculties, and endowments sufficient, with what could reasonably be expected from tuition fees, to pay living salaries.¹

In the weaker institutions which are living chiefly on the preparatory department, the college would be closed and the preparatory work strengthened by taking the preparatory students from those of the first set which had them, in exchange for the few college students in the weaker ones.

Furthermore, some institutions in which the college work is languishing because the scientific side is outgrowing it, could let their humanistic students go to the colleges, and they could be established and strengthened as schools of engineering and the like.

It cannot be emphasized too strongly that the modern scientific professions need just as long and thorough training as the older ones of law, medicine, and theology, and that a sound academic education, on proper lines of course, is just as advantageous a foundation in one case as the other.

Surely the age of twenty-one is the minimum at which a young man, both for his own sake and that of the community, should begin the practice of a profession. This gives eighteen or nineteen as the minimum for entering the professional school. Ought not the time up to that age to be spent, in every case, in academic study? And ought not the standard of admission to all professional schools to be such academic attainment as can reasonably be expected from a young man of good parts, working faithfully under good instruction up to that age? It seems to me that the failure of parents (upheld, it must be admitted, by too many of the professional schools), to realize the importance of this academic education, which it is the function of the college to give, is the greatest cause for the small number of college students in the South today.

Our despot would, therefore, undoubtedly take in hand the professional schools, and fix such standards of admission and graduation for them, as well for the colleges, as to insure that the whole work of higher education be well organized and coördinated.

The only despot who rules in our country is public opinion. This

¹ I have examined many programs for improving one part or another of the universe, and I never yet saw one which did not include a raise in its author's salary, or in the compensation for the kind of work he does; but with full knowledge of this tendency in human nature, I still venture to express the hope that these salaries would average more than \$840.

ruler is rather slow to act on questions like ours, and does not always act in the most judicious manner; but he is always ready to listen to expert advice, and sometimes follows it. Besides the unorganized public opinion which, for instance, sends one young person in thirty to college in New England, as against one in a hundred in the South, there is the expression through legislation; which, if properly informed, could do much towards thinning and putting on a sound basis of growth our educational wilderness. For instance, some more agitation on the subject might induce some of our legislatures to prohibit the establishment of degree-giving institutions without adequate endowment, say \$200,000 for an ordinary college.¹

Another good idea would be to withhold the right to give the degree of doctor of philosophy from any institution which has not a round million for graduate work alone. There is a long paper to be written on this subject for our association; I have here only space to say that colleges should no more dissipate energy in the direction of graduate work than schools in college work, and that at present no institution in the South has an equipment which permits any great amount of graduate work without doing it at the expense of more legitimate college work.

There are many other ways in which legislatures may help, but one which is eminently in line with the practice of legislatures has been already suggested above. Why should not legislatures appoint commissions of expert educators to make the exhaustive investigation of facts which every one seems to be in need of?²

Another idea for the benevolent despot is the millionaire variety. Here I think the emphasis should be on the *benevolent*; there seem to have been cases where too much emphasis on the other word was unfortunate, though a little, intelligently applied, might not do any harm under certain conditions. Suppose, for instance, one or several of the rich men who could well afford to do it should set on foot the proposed investigation of facts, and should find a certain group of colleges in the same region, or under the same denominational control, or both, and say to them: "Drop your petty differ-

¹ Such a law recently before the New York legislature proposed a minimum of \$500,000.

² It would seem from what was said at the meeting that various members of the association had spent an amount of time in studying catalogues and other statistics which, with the task properly organized and distributed, and backed up with a little money for clerical expenses, would have gone far towards covering the whole field of investigation.

ences and jealousies and let a disinterested commission organize your work on a better basis, and I, or we, will strengthen your endowments."¹ Can any one see any objection to such a course?

Or if some such individual or syndicate should undertake to stand for the whole task which I have outlined, so far as it should be found feasible; two or three millions would go a long way towards giving a sound basis to the whole college work of the South; would it not be better spent than the many more millions which have gone into what I have heard called "ornate caricatures of German universities" elsewhere?"²

There is not a college library in the South which has 30,000 up-to-date volumes, and there are many, in colleges whose work is to be taken seriously, which have not 5,000. If some millionaire with the library habit would give even moderately in this direction, would it not do more good than providing novels for grocery boys and factory girls?

It is the farmer's best field which responds soonest and in the largest measure to fertilizing and culture; and so, while negroes and "poor whites" cannot be neglected, there is still no more promising field in the South for judicious giving than that of the higher education. If nothing further were to follow it, the trifling sum required for the investigation mentioned would be a most welcome contribution to the cause, and I am sure the association would be glad to undertake the work if thus supported in it.

I offer these suggestions as better, because more systematic, ways of giving, than the usual one of a building here and a scholarship there, or even an institution which may not be really needed, out of personal whim or vanity or on the representations of interested persons.

Organization and intelligent study of facts are the watchwords of the times, and nowhere are they more needed than in our problems. And so, finally, coöperation on the part of the institutions themselves is all-essential. This association is a long step in the right direction, but

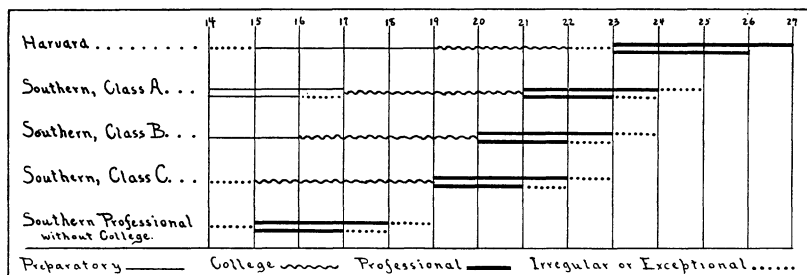
¹ Anyone can find in the commissioner's tables a group of six colleges, in three adjoining states, under the same denomination, or shades of it. They have together 585 students, and \$375,000 endowment. The two strongest have 317 of the students, and \$262,000 of the endowment, and buildings and equipment fairly adequate—the others, with one exception, being ridiculously inferior in the last item. The two strongest have no preparatory department; three of the others have, with 210 students. There are other weak colleges in the region which, if they would overlook denominational differences, would profit by a general reorganization.

² An institution could be named whose front steps cost more than the total endowment of any southern institution, except a few of the richest.

some basis should be found on which it can be extended to include all institutions for liberal education, and it should be in cordial understanding and sympathy with associations representing elementary and professional education.¹

In neither legislatures nor private benefactors will support the proposed investigation, could not the institutions themselves, perhaps through this association, combine to undertake at least a preliminary canvass, which could at the same time be made an inquiry as to a satisfactory basis for a wider membership? There are already strong tendencies towards a coördination of work such as I have suggested; it would be a pity, if it were possible in the light of wider knowledge to do better, to take steps which must afterwards be retraced.

I will close by presenting a diagram which shows what, from my



necessarily incomplete facts, appears to be the state of certain aspects of the case. To show movements would require comparison of states at different times, a task which I have not attempted.

I have shown first the state of things at the oldest and strongest institution in the country. Here the average age of admission to college is nineteen, and of graduation twenty-three, unless, as is often done, the course is shortened to three years by extra work. The medical course is four years, the other professional courses three. This gives twenty-five to twenty-seven years as the age at which the young man goes into the hospital or office to serve his apprenticeship for regular practice. The college is fed chiefly by a set of old and strong schools, which carry the student as far as the college did seventy-five years ago, or as some of the southern colleges do now, for the bachelor's degree.

In our section Class A represents the 40 per cent. of the colleges which are at or about the association's standard. This is two years

¹ As a concrete instance, the Southern Medical Association is soon to meet. Could not our association send a representative or a memorial to influence them in the matter of raising their standard of admission?

lower than the Harvard standard, allowing boys to enter at seventeen and finish at twenty-one.¹

I shall maintain that this is better than the Harvard standard. Academic training for professional students is a good thing, but Harvard has about two years too much of a good thing. You see that this Class A standard allows a professional degree at twenty-three or twenty-four, or even a year earlier with better work in the preparatory schools.

There of course is the difficulty. There are a few schools, mostly grouped in certain sections, which can prepare for this standard, but there is not a college in the South which is not obliged to make provision for students who cannot attain this standard, and who come in at a standard a year lower (roughly expressed by our old minimum requirements of English, history, and geography). Colleges which have no preparatory department take them as irregular or special students, or in some cases even announce a special year's work for such students.

Now the colleges which I have put in Class B, including, as I said, some of the strongest in numbers and endowment, recognizing frankly the fact that they cannot get the higher standard of preparation from their feeding schools, take their students at the lower standard, which they can get, and give the degree on four years' work from that point. There are not wanting those who think that such a course, allowing a year earlier graduation from the professional school than Class A, is high enough. It is a fact that a larger proportion of students finish the course in Class B than in Class A. This plan also leaves room for a well-organized, though short, high-school course.

Class C does not leave room for such a course. It includes various institutions which are too weak to do adequate work for the bachelor's degree, and ought not to give such a degree. Nevertheless, they are often doing work which is sound and fills a real place. They provide a modicum of academic instruction, with a token of its completion, for the class which is, and probably always will be, numerous, of young men who desire a professional degree at twenty-one or twenty-two.

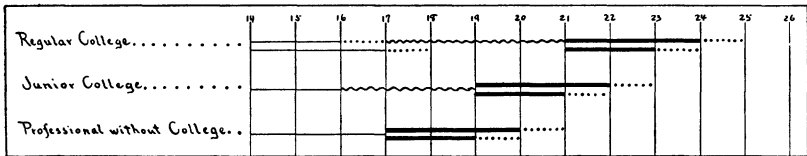
I add a line showing what is possible in the way of admission to the professional schools. Of course students do not actually enter at such a tender age, but they can reach the standard at that age, and

¹ It ought in fairness to be said that the actual average in both cases is raised by individuals who for one reason or another are belated in preparation. Boys do prepare in good schools and enter Harvard at seventeen, and our standard ought certainly to be reached at sixteen under favorable conditions.

ought to be kept out, whatever their age, until they are better equipped.

The second diagram shows some possibilities based on present conditions which, though perhaps not ideal, seem to me feasible and in the right direction.

The first feature is one on which everybody is now already practically agreed, but possibly my presentation gives it a little different aspect from that in some minds. I suggest that the colleges in Classes A and B unite on some compromise as to standard, and fix an admission requirement which shall cover what can be reasonably hoped for from the schools as an attainable ideal for the near future. I hope this will be as near Class A as possible, for the sake of giving the schools a good and sound curriculum, which will be of value to their gradu-



ates who do not go to college. This could, without doing any harm, be extended, in the case of strong schools, to cover another year and admit their graduates to the sophomore class in college.¹

The colleges must still overlap work with the schools in the other direction, by taking students below standard from places where the schools cannot do the work, and giving them a year's work as irregular or special students, until they reach the standard. As the schools strengthen, this would tend to disappear.²

The second feature is to provide a legitimate field for very many institutions which are even now doing sound work, often in the face of great difficulties. They include colleges of Class C and some of Class B. It seems to me that their work would be condensed and strengthened if they were organized on a type something like what President Harper has discussed under the name of junior colleges. The course could be three years, beginning where Class B does now (*i. e.*, as far as the majority of the schools can go), and giving of course a diploma at the end, which would be distinctive and honorable, but would not

¹ In the same way, the strongest colleges could do a year's graduate work, and give a master's degree, which would be sought by those who intend to teach.

² Its disappearance might be hastened by treating such students strictly as on probation, and denying them the privileges of regular students, such as joining fraternities, playing on athletic teams, and the like, till they have passed the regular examination.

be miscalled a bachelor's degree. Such a course can be handled with less resources in every way than the more ambitious one for the degree; it would be more strictly prescribed, and would indeed correspond to the prescribed part of the bachelor of arts course, as it has taken shape in most of our colleges. Those of the graduates who desired further academic work, especially those who intend to teach, could go to the regular colleges for their last two years. Many who now leave college to enter professional schools would prefer such a course as this, and would possibly stay, in order to finish it, longer in college than they do under present conditions. Boys might also, as in the other case, as the schools improve, enter this course in the second year without any harm being done.

The third feature of the plan will, I think, meet with general approval, though very little attention seems to have been given to it heretofore. When we have a standard of admission to college, let us move heaven and earth to have it adopted also by the professional schools. This will strengthen the secondary schools as nothing else will, improve the quality of the professional students, indirectly help the colleges, and in the end cause no loss in numbers to the professional schools. They really ought to demand a standard as high as that of the diploma of the proposed junior college, but on the way to that the college standard of admission seems a perfectly practicable step.

E. H. BABBITT.

UNIVERSITY OF THE SOUTH.